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The purpose of the study was "to discover the manner and extent to which administrators of student personnel services, other college administrators, and faculty members in Pennsylvania's State teachers colleges work in an organizational structure to accomplish objectives of student personnel services."

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A PROJECTED PLAN FOR THE REORGANIZATION OF PHYSICAL EDUCATION TEACHER-TRAINING PROGRAMS IN CANADA.

--John William Meagher Supervised by Professor Franklin A. Miller

Concerned exclusively with the McGill School of Physical Education, The author attempted to project a reorganization for physical education programs for Canada in the light of the opinion of leaders in the field, McGill graduates and the cumulative effect of McGill's program. A difference in programs for the preparation of elementary and secondary school teachers is recommended. Teachers should have as a second field of competency, an academic area in addition to physical educati[illegible] McGill's program needs revision if sufficient teachers are to man a needed [illegible] schools. A recommended prog[illegible]

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THE COORDINATION OF INSTRUCTIONAL, ADMINISTRATIVE, AND STUDENT PERSONNEL SERVICES IN PENNSYLVANIA'S STATE TEACHERS COLLEGES.

--Samuel Murray Long Supervised by Professor Robert B. Patrick

The purpose of the study was to discover the manner and extent to which administrators of student personnel services, other college administrators, and faculty members in Pennsylvania's State Teachers Colleges work in an organizational structure to accomplish objectives of a student personnel services.

Criteria were established from a study of existing research literature for evaluating the personnel services and data were collected by means of questionnaires which were used as bases for interviews later.

Three fourths of the colleges conducted freshmen orientation courses and faculty advisory programs. More than half of the colleges provided remedial services in the areas of emotional adjustment, speech, reading, and study techniques. One fourth of the colleges provided for research and evaluation of student personnel services. Approximately half of the colleges administered a sufficient number of standardized intelligence and achievement tests to obtain a multiple predictive index of academic ability.

Freshmen orientation programs should be improved in most colleges by lengthening the time for freshmen week activities and providing counseling services by upperclassmen for freshmen students.

A majority of the colleges have not, in most respects, established criteria pertaining to student housing and placement. Only a minority of colleges have follow-up studies of graduates. Only a few colleges plan for effective coordination of health services. Few colleges have established central files for cumulative student records.

In accordance with the criteria which were established for this study, a Director of Student Personnel should be appointed to coordinate the over-all student personnel program and the work of the Deans of Men and Women and the Directors of Recruitment and Admissions and Placement. A Student Personnel Council should be appointed and charged with the responsibility of formulating policies and performing research and evaluation of student personnel services.

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HE 1.3hp

AN ANALYSIS OF THE PREPARATION OF CHEMISTRY TEACHERS FOR SELECTED SECONDARY SCHOOLS AS IT RELATES TO THEIR SUCCESS.

--James E. Koken Supervised by Professor Donald G. McGarey

The purpose of this study was to do an analysis of the preparation of chemistry teachers in the service area of the State Teachers College of Millersville, Pennsylvania. Further, preservice preparation in mathematics, science, and professional education was related to their performance as teachers. Liberal Arts (LA) graduates were compared with graduates of state teachers colleges (STC).

Information about teachers' backgrounds was obtained from the Bureau of Teacher Education and Certification in the Department of Public Instruction, Harrisburg, Pennsylvania. The teachers were interviewed and ratings were made on their performance by the students in their classes. The students used a scale developed through trial runs, Performance Scale for High School Teachers of Chemistry.

The major findings were: There was no significant difference in biology preparation of L.A. and S.T.C. teachers. In Chemistry, the preparation of the Liberal Arts Teachers was definitely more extensive. In Physics, the teachers from Liberal Arts background had slightly more credit hours. In other sciences these chemistry teachers had little preparation in either group. In mathematics, the preparation of both groups, about 12 credit hours, was equal. In professional education, the teachers college group had an advantage of about 15 credit hours.

All teachers had more preparation in all areas than the state required. The chemistry preparation of the Liberal Arts group, 24 credit hours, was superior to that of the S.T.C. group, which was 15 hours.

The performance ratings favored the Liberal Arts graduates in: (1) ability to make subject matter meaningful, (2) knowledge of chemistry, (3) 930 ability to use mathematics.

The conclusion is that additional subject matter did help teacher performance. The students found all teachers better than average. The teachers suggested that teacher education curriculums should contain as minimum, 27 hours of education, 23 hours of biology, 23 hours of chemistry, 14 hours of physics, 6 hours of other sciences, 12 hours of mathematics - a total of 105 hours specified.

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